

EATA Newsletter

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EATA NEWSLETTER

EUROPEAN ASSOCIATION FOR TRANSACTIONAL
ANALYSIS N° 131 June 2021



The purpose of the European Association for Transactional Analysis is the following:

- To promote knowledge and research on Transactional Analysis, to develop its theory, and to ensure agreed standards of practice.
- To promote cooperation in Europe in the field of Transactional Analysis.
- Membership: the members of the Association are affiliated members of EATA through their national, regional, international or specialist TA Associations, which are affiliated with EATA.
- The rights and conditions of Affiliation are decided by the EATA Council and laid down in the Council Regulations.
- Only exceptionally individual members can be accepted where special circumstances warrant this.

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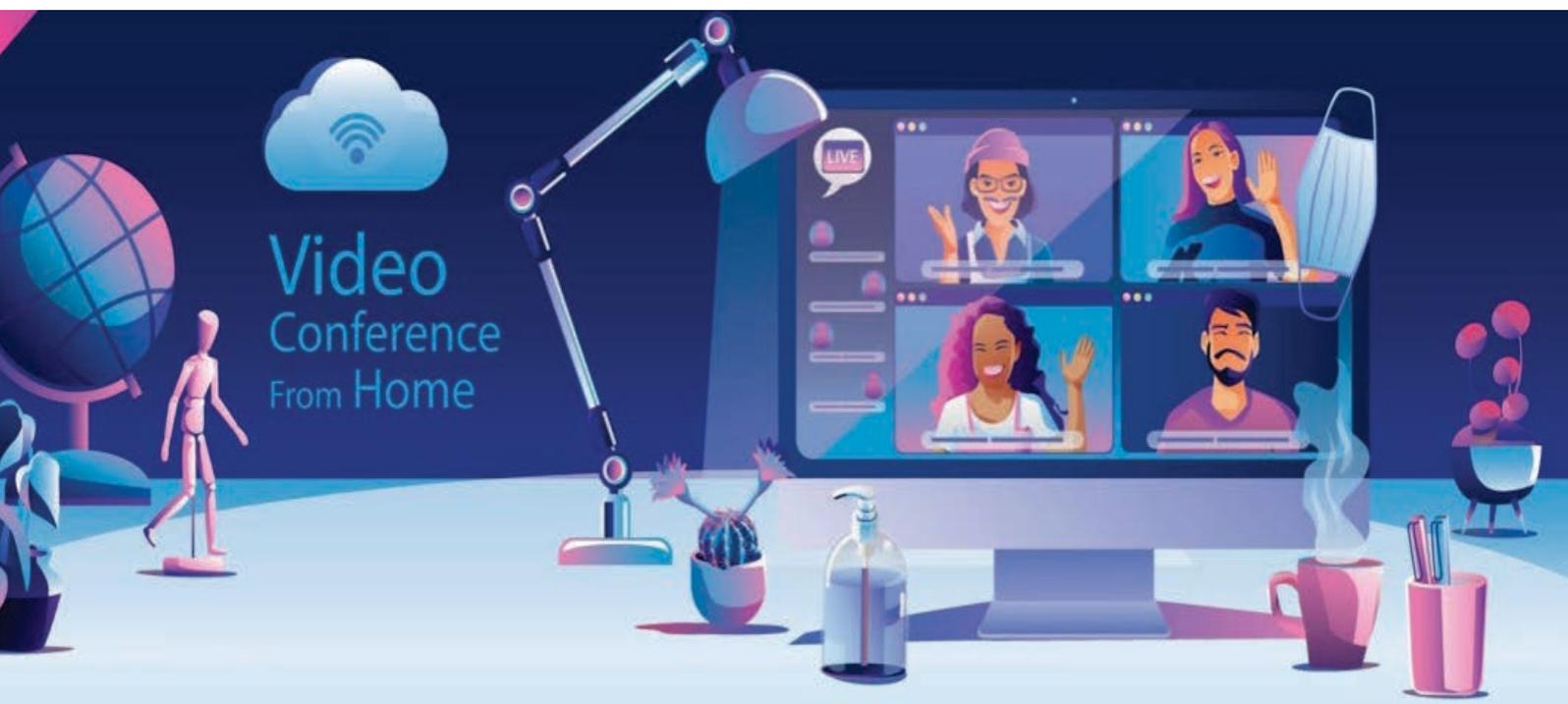
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Dear readers, in June issue we are presenting the results of EATA vibrant life that is happening online 2020/2021. Exams, meetings, research, discussions, activities around conference organization etc. continued, virtually as usual resulting in the first ever online EATA Conference. Online Conference is a new format and new reality for our professional exchange. At this moment it is not quite clear whether online Conference is going to be remembered as an exception, or as a precedent that will introduce new ways of connecting and working.

More about that prospect will be reported in the next issues of EATA Newsletter, after consideration and reflections within Council, starting from autumn issue, further on.

Kristina Brajovic Car
EATA Newsletter Editor

Developing TA Now

Written by Elana Leigh, ITAA President
 and Peter Rudolph, EATA President

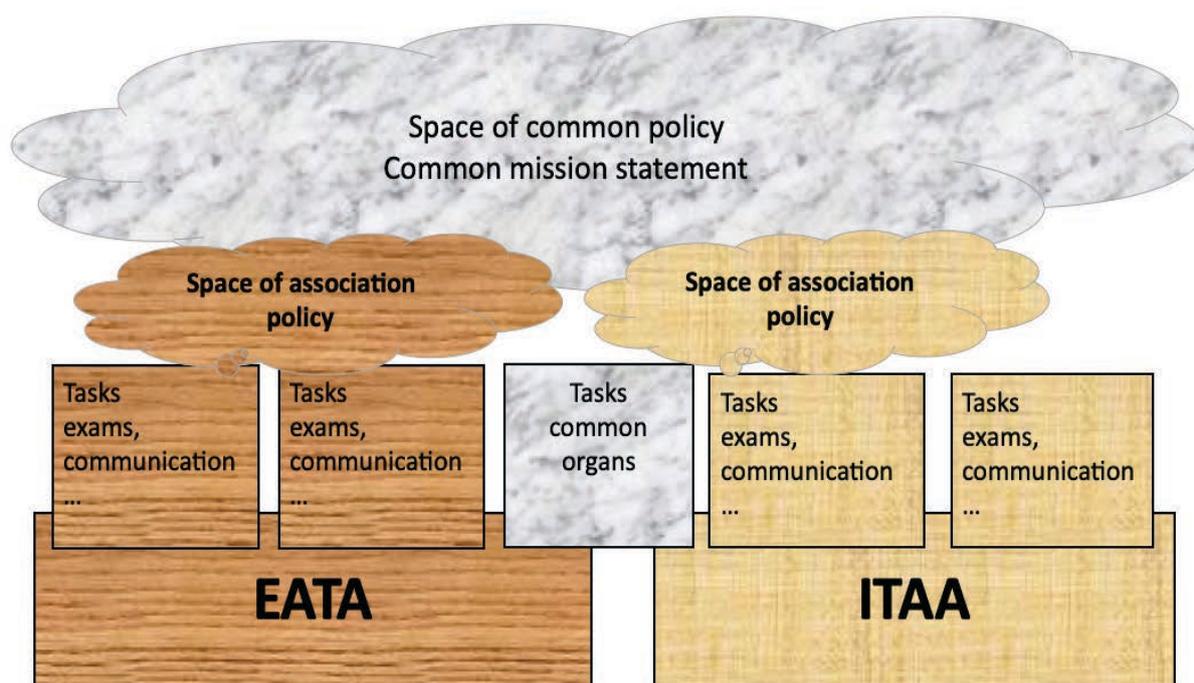


Figure 1



Eric Berne began transactional analysis in the late 1950s, the ITAA was founded in 1964, and EATA was established in 1973. In the years since, many other national, transactional analysis, and special interest associations have been successfully created and

today are flourishing all over the world. Transactional analysis today provides a coherent theory and methodology that promotes psychosocial health and development. International TA training and certification standards are high and, in many countries, supersede other approaches. These standards are demonstrated at local, regional, and international conferences that showcase the depth and richness of TA theory and practice.

EATA and ITAA had an affiliation agreement from 1989-1995, and in 1995 this agreement formally ended. Although this split was painful for many, retrospectively it was an important systemic intervention that facilitated the richer autonomous functioning of each association as it served different areas and groups in the world. And even when the associations ended their official affiliation agreement, there was a collective desire to collaborate. During recent years this has only increased.

Today, the governing boards of both EATA and ITAA are collaborating regularly in many ways with the aim of creating a worldwide transactional analysis identity with shared values and philosophies. We focus on maintaining and improving structures, roles, and processes within and between our associations as well as dream and vision a TA world community that breathes with one heart but honors difference.

In the past 2 years, we, as the respective presidents of ITAA and EATA, have worked diligently to improve our bilateral relationship, and in this effort, we have introduced the following processes:

- Worldwide webinars are organized by an international team that offers four webinars a year about relevant topics within the world TA community.
- We exchange our newsletters three times a year.
- We ensure that members of the Transactional Analysis World Council of Standards work collaboratively and honor the mutual agreement made between the two associations. The successful transition to online exams has demonstrated how this collaboration is in the interest of the world community.
- Every 3 months the ITAA and EATA presidents attend each other's executive/board meetings.
- The two presidents have worked with an external consultant to provide us a space to focus on our vision separately and together.

Our current vision is to have a **shared mission statement** that honors our joint philosophy and values. EATA is an organization of associations, the central mission and vision of which has been to focus on the creation and maintenance of high professional and certification standards. The results are impressive and have impacted and changed the global standards and practice both within and outside of transactional analysis. This is reflected in EATA's mission statement:

- **To promote knowledge and research on transactional analysis**, to develop its theory, and to ensure agreed standards of practice

- **To promote cooperation in Europe in the field of transactional analysis**

- **To connect the affiliated members of EATA** through their national, regional, international, or specialist TA associations

The ITAA, on the other hand, is an association of direct individual members. Because of its history, and the way it is structured, the ITAA has separated its training and certification functions from its other aims and functions. The former is overseen by the International Board of Certification (IBOC) and the latter by the ITAA, which focuses on connecting members through a common philosophy and value system based in its radical psychiatry roots. These emphasize facilitating the growth and development of TA on all levels. ITAA's mission statement is as follows:

The International Transactional Analysis Association is a nonprofit educational organization that facilitates international communication among people and groups who use transactional analysis. The ITAA works to build understanding, knowledge, and acceptance of transactional analysis and to sustain the historical body of knowledge. It provides theoreticians and practitioners---clinical, organizational, and educational---with techniques of proven value for enriching life, a forum for evolving new transactional analysis theory and methods, and an ethical framework.

In our process toward the common development of TA, we, Peter and Elana, were asked by a consultant three questions:

- Who are we?
- What do we do?
- Where do we want to go?

These questions open the space for reviewing our values, vision, identity, and mission, and we will in the next month be creating a space for past presidents of both associations to meet to address these questions because those individuals, over the years, have carried the responsibility of these organizations. Doing this will make the process more collectively supported and stimulated, which will be reflected in the recommendations for a shared world TA mission statement.

- **In the process of creating a world mission statement, EATA and ITAA need to reflect on the following:**

- Does OKness include our natural environment?
- Do our values include social justice?
- Does OK include social and global justice?
- What are the boundaries of our profession(s)?
- What values need to be reflected in a mission statement or an ethical code?

In addition, EATA needs to grapple with the “E-question”: What does it mean to be European? What is the special need and request for us to stay as a European organization (decided by council 2020)?

We appreciate that the worldwide transactional analysis community is larger than ITAA and EATA, but in this context, and with the intention of creating a united mission statement, we need to reflect and review these questions.

Figure 1 is one way of envisioning our collective worldwide TA community in that it shows our differences and our place of meeting in a shared space.

This collaboration has been a rich and meaningful part of our roles as presidents, and we hope that EATA and ITAA will continue to value ongoing cooperation beyond our presidencies.

Online exams: thoughts and ideas of our teaching members a brief report

**Written by Sylvie Rossi PTSC CHAIR, TSTA P, O
Sylvia Schachner Vice-President TSTA E**

Online exams, their impact on our training standards and certification system, their “cultural perception”, as professional cultures differ from one another, and their implications on our EATA system have been investigated on several levels in the course of the last eight months. Different steps have been undertaken aimed at reflecting on the implications of this decision on our training and certification system in connection with training standards, and on collecting information on how the option of having exams online was perceived by our EATA members. As we already informed you during the last few months we – volunteers working in different roles and positions for EATA - started this long and intensive investigation process about the possibility to hold online exams with the rigorous quality of face to face exams.

The “corona virus crisis” accelerated a process connected with the widespread and intensive use of online working, training, and use of platforms. (On June 26 2020, the data connected with smart working indicated that 12 million Germans, four million Italians, and 2 million French had downloaded zoom since the beginning of the year 2020).

This process had already started before and it appears to be more significant due, and following to, the pandemic situation. While meetings in presence are not possible for an uncertain duration and exam possibilities have been postponed for the time being, the challenge of including digital developments has been expressed and is still expressed, in some cases, through much pressure to act quickly.

All included parties understand the need of exam for candidates and the feelings of frustration and disappointment which are connected with cancellations and shifts of plans. At the same time, we are aware of our responsibility to offer a rigorous quality of exams, to protect candidates in their exam process, as well as giving them the possibility to show their strength; we are also committed to offer the best possible options - technical and personal.

Maintaining rigorous standards is one of the core responsibilities of EATA, being in contact

with members and spreading Transactional Analysis is another one, we believe that both have the utmost importance.

A solid training and certification exam system has been built and developed over time through ongoing efforts within EATA. It is well structured and described in the different parts it includes, it is also well known and accepted in the international TA community. This construction is not just a process completed, once and for all, it is a process connected with ongoing evaluation and feedback adapting also to actual development and needs. The exam culture becomes “alive” through the examiners who implement this culture. Therefore, it was a logical step to include the potential examiners in this process and part of the work which was developed included devising a questionnaire which was sent to all TSTAs, PTSTAs and CTA-Trainers of EATA.

A THINK TANK was started as well, with professionals who were all trainers, coming from different countries, more specifically representative of our largest numbers of trainers within EATA, coming from the four different fields and with much experience in Education. Part of them were University professors coming from outside of the EATA world and unfamiliar with its system. The aim was to have a highly experience and qualified group of professionals who could reflect together on the meaning, impact and implications of an online evaluation and certification system within an organization such as EATA.

Participants to the Think Tank were: Raffaele Mastromarino, Keith Tudor, Rosemary

Napper Roberto Trinchero, Sylvia Schachner and Sylvie Rossi both coordinated the group in their respective roles of Vice-President and PTSC Chair. We would like to thank all of them, as their contribution has been precious towards raising issues, from different perspectives, on our training system, as well as on the possible impact of new developments on it.

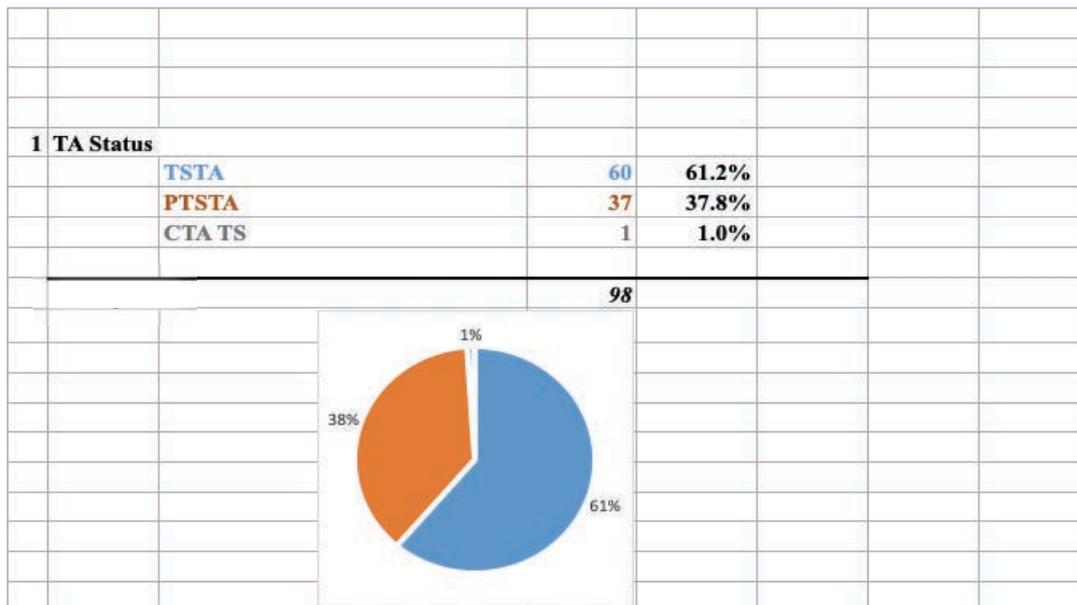
Several questions for group discussion were prepared jointly by Sylvie Rossi, in her role as PTSC Chair and Sylvia Schachner in her role of Vice-president and liaison person for PTSC and its sub-committee COC. The questions were presented to the THINK TANK and proposed for discussion.

The reflections of the TT participants, developed together, as well as the issues raised and discussed are reported and articulated in another paper. Part of this complex process was to have the questionnaire presented and answered also by all the participants of PTSC, as a first step to reflect on the possible implications of this option on standards.

A modified version of the questionnaire was then prepared and sent through EATA to all the TSTA, PTSTA and CTA TS, in order to understand their perception, ideas and wishes about this possibility, and also to check how prepared and available they could eventually be if this option was to be adopted.

There were 102 responses to the questionnaires, 4 of which could not be processed, because they were not completed. The answers to 98 Questionnaires were completed by 60 TSTAs, 37 PSTAS and 1 CTA TS, from the four fields of specialization.

See picture N1. TA status



Interestingly enough the proportion of answers given is very similar, or almost exactly the same in some cases, then the one of the distribution of EATA members with the status of trainers (PTSTA, CTATS, TSTA) in the four different fields. The answers therefore are a good representation of thoughts and concerns of trainers from each of the diverse fields of TA application.

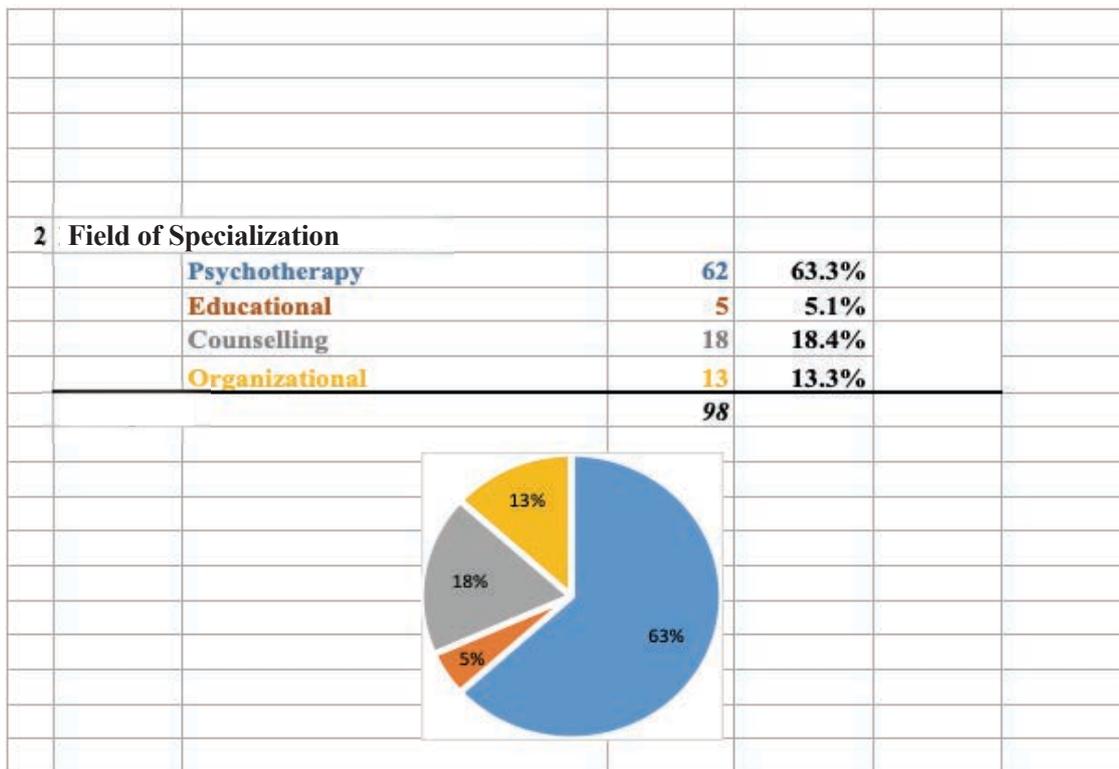
63% of responses are from trainers in the field of Psychotherapy, on a distribution of **62%** of our trainers from that field;

18% of responses are from the Counseling field, on a distribution of **19%** of our trainers in this field.

13% of questionnaires were completed by trainers from the Organizational field, whereas **13%** of our total number of trainers are from the organizational field

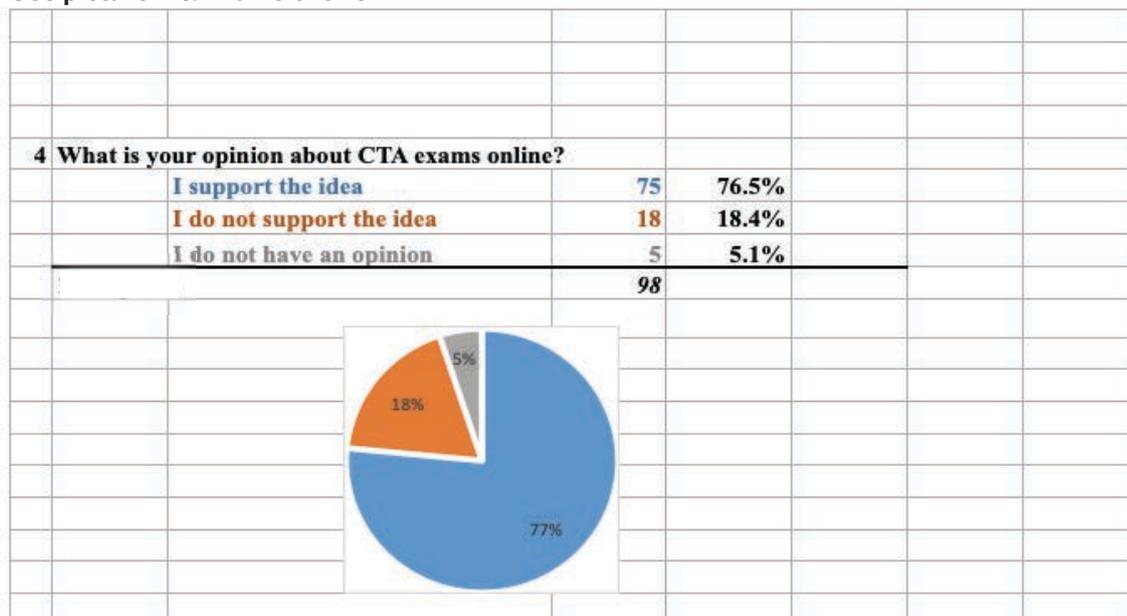
5% of the total number of responses were from trainers of the Educational field, on a total distribution of **8%** of PTSTA, CTATS and TSTA of our members in that field.

See picture N2. Field of



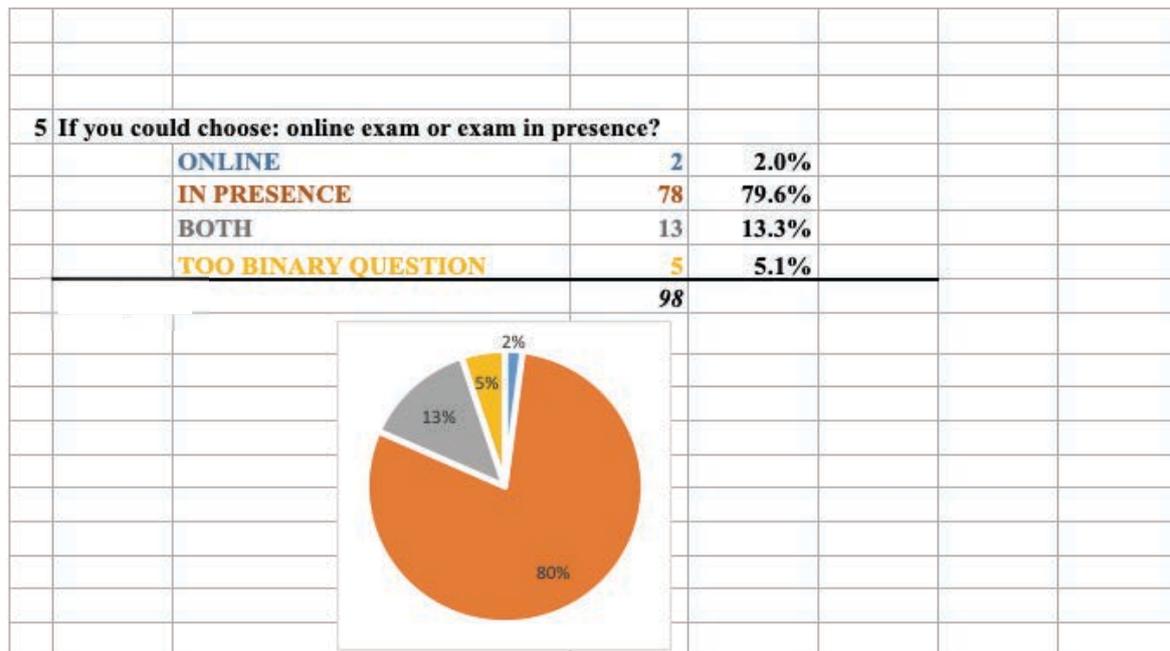
Trainers from 14 countries responded. **The answer to question about having CTA exams online** was in its large majority favorable to holding online exams 76.5%, while 18,4% said they were not in favor and 5,1% said they did not know.

See picture N4. Exams online



It therefore appears that the large majority of our members (76,5%) are in favor of having CTA online exams, with a position indicating a number of subtleties, for example that at the same time the most favorable option remains holding exams in presence if possible (79,6%).

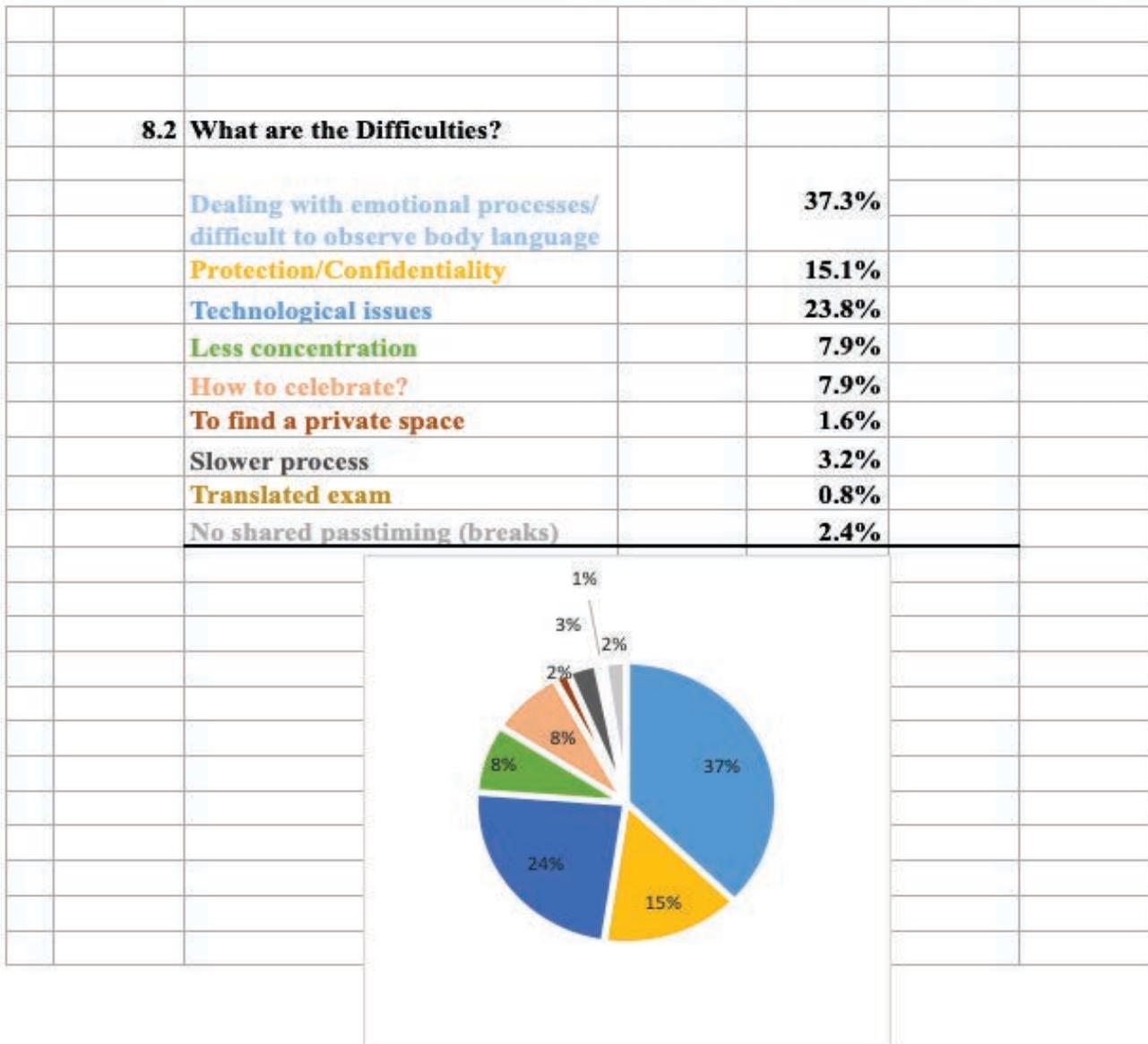
See picture N5. Exams online not online



The main reasons given for having online exams are, that especially in times of COVID, the training can be completed in time (35,7%), there are Costs and Accessibility advantages (31,7%,) also Modernity (13,1%), and Ecological reasons were given (10,1%) as well as other reasons, which are a perceived availability of examiners 4,5%, reliability of dates 3,5%, and a small minority gave reasons based on the exam philosophy and method, like more adult process instead of a rite of passage (1,5%).

Additional answers related to the benefits perceived about online exams were similar as the ones being in favor with online exams: In the first place, flexibility related to saving costs and time without distant traveling 59,4%, secondly the possibility to easily integrate personal and professional commitments 12,9%, in the third place, ecological reasons, 11,9%, and also interestingly enough more autonomy for candidates 9,9%.

See picture N 8.2 Difficulties of online exams



Among the concerns indicated by those in favor of online exams training for all in professional online experiences was indicated by (25,9 %) need for research results and clear information about this format (10,3%), handling of bad exams and issues connected with translation (8,6%), and more time needed.

Among the concerns indicated by those not in favor to have online exams there were primarily the difficulty of sharing feelings and emotions across the screen (42,9%), technological issues (33,3%), exams and data protection (23,8%).

In another part, which touched the philosophy and aims of the CTA Exam the answers given provide relevant information, and interesting “food for thought” related to both formats- online and in presence exams.

12.2 If you are NOT in favour, reasons and concerns?		
Sharing feelings and emotions indirectly across the screen		42.9%
Exam and data protection		23.8%
Technological issues		33.3%

Reason	Percentage
Sharing feelings and emotions indirectly across the screen	43%
Technological issues	33%
Exam and data protection	24%

In the last part questions were asked about previous experience with online exams, and it is important to be aware, that more than half of the future online examiners, (54,1%) indicated no experience at all with online exams. It is also interesting to underline that at the same time there appears to be a willingness and availability to work as examiners (85,7%). Therefore, while most of the trainers would be interested and available as examiners the lack of experience requires the development of training in this new and challenging area.

Last area of investigation through the questionnaires was related to the perceived needs of future potential examiners to feel supported and comfortable in an online examination process. Answers indicated in the first place the necessity of a good technical support and connection (18,3%), Board members who must know each other before the exam (15,7%), clear statements by PTSC and clear procedures by COC (13,9%), further involvement of process facilitator (11,3 %), experienced Chair person (8,7%) and on the technical side familiarity with online experience (7,8%) and data protection (7,8%). Other indications given related to larger amount of time needed than in presence, and to the greater importance of the observer role, also the need for research results and clear information about this format were indicated.

Conclusions

It is clear that we have highly committed trainers, within our community, who are invested in supporting the system and in contributing effectively to our organization. Acknowledging the complexity, and skills involved in dealing with many different nationalities and professional cultures, connected with the different fields of application, imply much care in developing a process that touches upon this complexity. This process will most likely require ongoing shared reflexions where a multicultural perspective is accepted and shared on all levels and in all areas of training and organizational issues.

We are aware, and have shared some observations, also within PTSC following to our online intensive working experiences, of this past year, that some changes we can already see clearly; for example the amount of energy and continuous mental concentration required by workshops entirely online, the advantage of maximizing a cognitive focus and the possibility of achieving high concentration when working online, the need to discriminate between the different kinds of learning that can take place online, depending on the group size of participants, the impact that online training and learning can have on the concept of “boundaries or borders” recurring so often in our training “ideology” and in our philosophy. Those are just a few examples based on first observations made while reflecting, monitoring, and processing our teaching and learning experiences on an ongoing basis.

It is also clear that we are dealing with an online revolution that is affecting significantly our lives and the ones of those we are working with, where we are witnessing and need to process “paradigm shifts” in order to fully understand the impact of this revolution on our immediate future. As some scholars are predicting we may well be the last generation to have most of our life still in presence, while we are moving quickly to having our entire lives “online”. Speed, immateriality and limitless interconnectedness are part of our present life, and perhaps what TA has to offer can still be valuable in this new reality, if we manage to acknowledge and process the information coming from our three Ego States.

Reflecting and testing can by definition slow down processes in the short run at times, they may also speed up effective application of new developments.

We would like to thank all those who participated to the questionnaire, as their contribution has been invaluable in providing us with information about the actual perception of our trainers about the options of online exams.

The next concrete steps will be using these answers to collect experience by doing – CTA online mock exams already took place, and further ones are planned as a special possibility. A TSTA mock exam is being planned as well and each of these experiences will be evaluated thoroughly and carefully. The connection between theoretical exploring, discussing in different group constellation, including experts and as much people as possible together with practical experience will give us the opportunity to take decisions which are elaborated and grounded. All this work will also provide for the responsible committees a useful base for decisions and the possibility to account for the importance of those people who make the process of exams meaningful and “alive” therefore sharing the responsibility to hold the standards and the philosophy of TA.

Developing Autonomy and Resilience

Written by Maja Pavlov, PTSTA,
Chair of the Conference



EATA Research Conferences team is inviting you to have a refreshing overview of the TA theory and practice, and to learn what's new in different TA fields.

It is important to stay connected and to focus on the question of common interest: Where are we as a professional community regarding some new TA research experience, skills and knowledge?

This time we have a very special and unique online TA Theory Development & Research Conference organized by OC EATA's & Belgrade's team, from TAUS association.

Our online Conference offers some extra options for all members of EATA and ITAA, and makes attending the event much more affordable and accessible to all.

The theme of the conference is Developing Autonomy and Resilience and most workshops will present new theories and ideas relating to this theme. We appreciate the opportunity to follow in the footsteps of Eric Berne by broadening TA theory through the development of new ideas and to deepen its empirical based research.

The Conference will take place on **July 16th and July 17th 2021** and you can register for one day or two days participation, at a discounted rate.

Almost all workshops (22), presentations of research papers (19), panel (1) and posters (3) including Keith Tudor, Graeme Summers and Laura Bastianelli speeches will be recorded. Its means that the participants not only get to attend the workshops but/and they get copies of all others workshops to watch at their leisure for the days they book. Furthermore, to all participants will be given **free** access to the very extensive online library for 60 days.

How often have you attended conferences and been torn between workshop choices?
At the Belgrade's Conference you can attend as an extra gift from EATA to the participants for the cost of your conference ticket.

Costs:

125e for two days (includes all recordings for both days)

70e for one day (includes all recordings for the day you book)

105e early bird (for 2 days, **BOOK BEFORE 18th June**) (includes all recordings for both days)

If there are more than 25 applicants from one National association, translator will be provided.

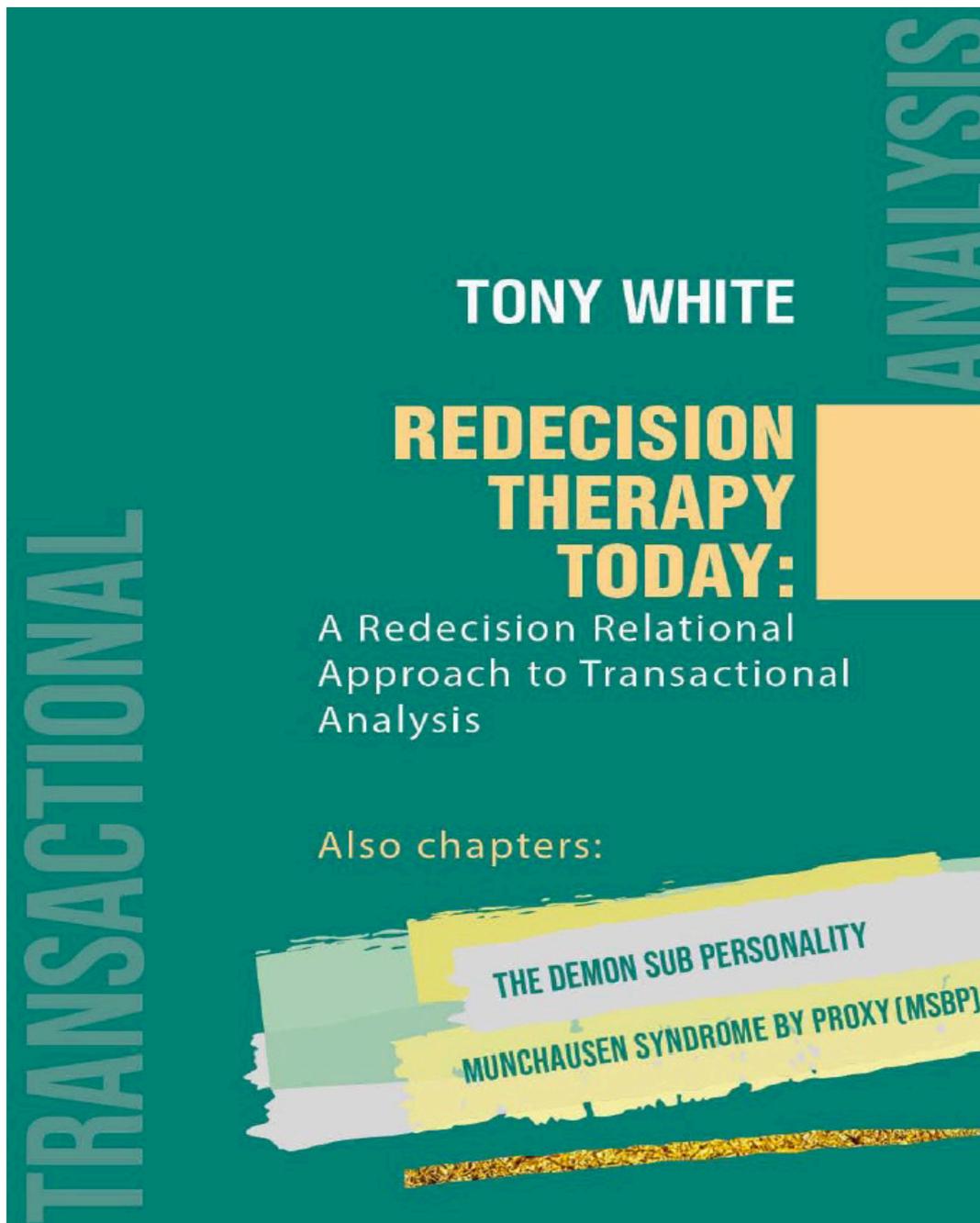
For more detailed information and BOOKING visit our website: <https://eataconference.org/>

We are looking forward to welcoming you to this event!

Book Review

Redecision Therapy Today: A Redecision Relational Approach to Transactional Analysis by Tony White

Reviewer: Dr Peter Milnes (CTA, TAPI, PhD)



A potent framework to achieve change was supplied by the Transactional Analysis (TA) School of Redecision Therapy. Redecision is pivotal in therapy. It is the point where an external locus of control is replaced by an internal locus. Instead of wanting others to change, rededecision lets go of dysfunctional relationship patterns, and irrational and unconscious beliefs and actions.

Tony White is in a unique position to conduct a twenty first century retake of the classic TA rededecision therapy originally popularized by Bob and Mary Goulding. The Gouldings were leaders of the Rededecision School of TA in the 1970s and 1980s (Barnes, 1997, pp.22-23) and Mary Goulding was White's Principal Supervisor during his CTA training. White has since spent thousands of hours over more than thirty years in the praxis (combination of reflection with action) of Rededecision Therapy.

Rededecision Therapy Today is written in the style of a fireside chat in which Tony White explains the classic TA elements of rededecision and his own evolving rededecision theory – replete with practical examples and illustrative diagrams. I would have preferred the Postscript to be placed at the beginning because this is where he explains his continued use of the original Goulding approach but also explains the way he has developed his own philosophy and practice of rededecision. Like McNeel (2016), White has departed from the original rededecision model. For example, the introduction to Rededecision Therapy Today White proposes that the “I-focus” of the classic Rededecision has moved into a contemporary “we-focus” in Rededecision Therapy Today.

Rededecision therapy is not diminished by the gentler, more nurturing Relational Rededecision Therapy because consideration of the effects of transference and relationship are added to the process. For example, the early McNeel

(1980) description of demand for rededecision – inherent in the classic form – has been replaced by a rededecision process over time (McNeel, 2016). Rededecision Relational Therapy holds the rededecision process in tension and holds it up for reevaluation over time. This means that the therapeutic alliance between therapist and patient becomes more important. As White (p.171) states, “I have not completely rejected the Goulding philosophical stand point of the power is in the patient but modified it to the power is in the patient and the therapeutic relationship. The power for change exists in the individual and the relationship”.

In Rededecision Therapy Today, White reworks the relational aspects into much of the same material originally covered by the Gouldings (1979/1997) in their book Changing Lives Through Rededecision Therapy – the importance of injunctions to original decisions, the impasses and rededecision, and contracts for rededecision. However, in Rededecision Therapy Today White also shows how the patient's power is combined with an on-going therapeutic contract to make those rededecisions. White describes fifteen forms of injunction that provide the environment for early decisions. I found the additional identification of injunction such as “don't feel ‘x’, feel ‘y’”; and “Feel ‘x’, but express ‘y’” to be perceptive and useful. Rededecision Therapy Today describes how each of these injunctions result in unconscious impasses, games and enactments that rupture contemporary relationships – and then how to bring patients to rededecision. The final chapters on the Demon, Id & Shadow and Munchausen Syndrome by Proxy, while very interesting and tied to original Berne propositions, lacked strong linkage to the praxis of rededecision. However, Rededecision Therapy Today is a must-read for all who, like me, use Rededecision Therapy in their practice repertoire. I am pleased to have access to a new book that reiterates classic TA positives while reinterpreting them into a contemporary relational form.

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Connecting with the TA Training and Certification process, what future in our everchanging world ?

“An intercultural perspective about online, beyond Covid and restrictions”

Written by Sylvie Rossi PTSC Chair Sylvie Schachner liaison person of EC

Global assumptions

There is no doubt that we are fully immersed in change at the moment. It is not COVID that has changed our world, rather it is the acceleration of this changing process that is driving us to reconsider our position, and options with our shared values guiding us.

Our present challenge is adapting to and dealing with the consequences and implications, on our internal and external world, of what has been described as the “fourth revolution” (Floridi 2014) which has given a further strong blow to our ideas of grandiosity and of omnipotence.

This fourth revolution, is the “infosphere” revolution, a reality which we are just starting to experience and fully realize now, started some time ago, with the development of Artificial Intelligence. According to some authors, we might be the last generation experiencing some contact with an actual “material” reality (Floridi).

Far from being “neutral” technology is “shaping” and constructing a new kind of human being who has, compared to the past, a different relationship with time, space and with the dignity of things. We are guided by technology moving us through subtle changes in communication codes from prescription to coercion.

We think we need to realize that we are moving through great changes impacting significantly our personal and professional lives. We also believe that we need to acknowledge and recognize the difference between technical changes and “adaptive changes”, the latter implying complex

challenges rather than mere logical and technical understanding for applying new technologies.

Adaptive challenges bring our habits, beliefs, and values to be tested asking us to take a loss, experience uncertainty, and come to a deeper understanding of “functioning” of organizational systems, cultures and people. They are compelling us to question, and may be also to define anew aspects of our identity, while challenging our own sense of competence.

To address adaptive challenges, we need much energy, an ongoing investment, presence, time, artful communication, and trust in finding a way forward, when some of us may not want to, or may be scared, or do not accept to acknowledge and account for the fact that they really don’t know how.

It is our belief that the issue of both training and certification online implies meaningful adaptive changes, affecting significantly our training and evaluation system.

Several aspects of our TA philosophy have permitted to TA as an approach, and to TA associations in many countries in Europe to survive and thrive in the last 50 years, where many other “psychological approaches” and schools of psychotherapy are dealing with survival issues, in many parts of the world (Psychosynthesis, Neurolinguistics, Gestalt)

The popularization of psychology in our society, in general, has contributed to foster an interest in TA in many fields of knowledge,



as a powerful approach to deal with communication and relational exchanges among humans, in different contexts: education , organizations, professional counselling .

TA was born and is considered a “ humanistic approach” and it appears that a “health dimension” is a meaningful part of its philosophy, as evident in our Code of ethics. Its contractual approach together with its philosophy of okayness make it a “health model” applicable to different realities. This would also imply, we think, a respectful and careful consideration of the differences co-existing in the association and organizational systems we are dealing with ,where a number of different cultures are involved.

Multi culturality , is another important aspect, which we believe is an asset of our TA world, that has to be accounted for, as a resource in considering the different needs, requests, possibilities and options we are dealing with . Multi culturality means also , within EATA,

being trained and/or being examined by people whose frames of reference are very distant from one another, language as an example among many: English grammar, differently from other languages is not a prescriptive language, like French, Italian or Spanish, its grammar is based on use, therefore bending the rules according to use, also in the British legal system the “Law of common sense” is used, and proving innocence in a court judgement is the responsibility of the accused ,whereas in the Italian legal system and in the American one as well, those accused are considered not guilty until after they are judged and found guilty, it is the presumption of innocence, quite different than having to prove that you are innocent. We are just mentioning these as examples of different cultures and frames of reference,which subtly do influence meaningfully our thinking process, perspectives and interpretations of reality.

Shall we conform, or do we need to be driven by overadaption and conformism?
 Should we consider that the issues we are dealing with do not have to do with technical changes as so many seem to have believed,

in the course of this past year, but rather that they have to do with adaptive changes? Crisis, as we know is a strong indicator of adaptive issues. We also know that failure comes from treating adaptive challenges like technical problems or changes.

We believe we should not surrender to what some may have called “progress” twenty years ago,- this term has been substituted entirely with the word change - without fully acknowledging the impact and implications of such changes and without the assumed responsibility of considering them as “acceptable “for all our different constituencies.

On the basis of these thoughts and reflections we have done concrete steps to connect the theoretical assumptions , illustrated above with the reality we have to deal with at the moment. We would like to share in this article the work that has been done throughout this last entire year to investigate, reflect upon and understand the implications of introducing the option

We choose to work with a multidimensional approach:

1) Installing a “think tank” group inviting very experienced TSTAs from different countries and different fields of TA, most of them teaching also at the University,together with a University professor from outside of TA, experienced in online teaching evaluation and examining. Based on the outcomes and discussions of the think tank group a questionnaire was sent out to all trainers which was returned by over 100 trainers (See the detailed answers and elaboration in the other article of this Newsletter). The idea was to include as many members as possible in a decision process and to investigate on the existing experiences, ideas and perceptions of the moment.

1) Then our focus was on the introduction of the CTA exam online. The experience of the mock exams, organized by COC, having worked reasonably well, they were introduced at the beginning of this year 2021.

2) The following step has been the work on the TSTA exam, in order to be able to evaluate “assets and liabilities” of online so

as to see possible options to organize TSTA exams online. This process is actually on the way, it is not completed at the moment for several important reasons.

This part of the process was developed by PTSC according to a number of steps:

Preparation of a grid for observation by a University professor specialized in evaluation systems of learning and teaching, external from the TA world.

Preparation of three videos, one for each part of the mock exam , with three different candidates, from different countries, and different fields: psychotherapy , organization and counseling, with a Scot , a Hungarian and a Dutch candidate. Three different boards from different nationalities and case presentation for supervision and audience again from different nationalities, all in all 9 nationalities were present.

A board of evaluators made of people, representing the 4 fields, and also our largest communities of practitioners and trainers, were asked to look at the videos , fill up the grids, and make also their observations, each of them working independently.

The grids were then sent to the University professor who had prepared them, for processing and for his report.

Following to this process there was one meeting of Board of evaluators, PTSC chair, who has coordinated the entire process, and University professor to discuss the results and observations. A summary report of the outcome was then prepared

General comments:

The online mock exam has highlighted some problematic aspects that generally concern the exams and that require attention: the risk of over-adaptation of both the board and the candidates, the importance of having experienced examiners both in examining in general and in working ,training and supervising

online, the complex and important role of the observer, the worsening of translation problems online, the internet or online impact on the entire process.

Some aspects of the role of the observer will need to be re-formulated in order to be of real service to exams; The need to train observers on how and what to observe became more evident.

Board and candidate's dynamics and their impact in online could be seen clearly on the videos. We are aware that some aspects may at times be present also in face to face exams, and that many are not, however what needs to be acknowledged, is the much greater amplification of some problems online, and consequent greater impact on the quality of exams and on the possibility for candidates to express themselves at their best in the exams situation. Being online appeared to have exacerbated to some extent a 'don't think' response, a phenomenon that happens sometimes with Boards in live exams in presence.

There was clearly a wish amongst the examiners for internet exams to be possible, and their sometimes exuberant and positive behavior towards candidates and lack of critical thinking had a definite impact on the different exams parts. The meetings of the Boards including the observers, before the exams showed great motivation on the part of everyone, which at times, touched a position of adaptation to make everything "go well" and in the meeting following the exams they became, mainly, a moment in which to give recognition rather than feedback on the process activated during the exams.

Translation and the difficulties connected with it online was an important part of this process as well.

It also it became evident that the format of the 'briefing' will need to change radically in online exams

Theory part

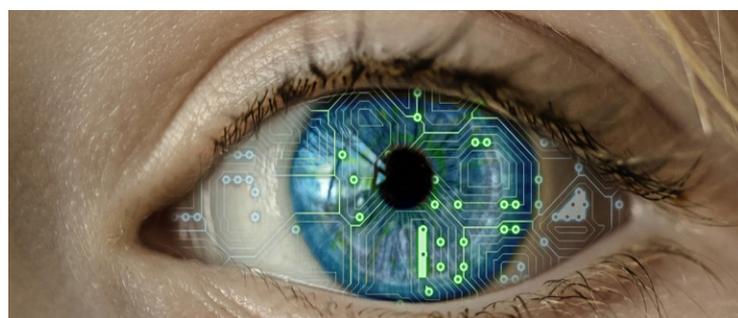
This section of the exam can be done online keeping in mind the time frame and the presence of the translation as well as the level of the competence of examiners in asking appropriate questions . Zoom can be appropriately used for discussions and answering questions, as well as presenting ideas and options, it can therefore be used effectively for this part of the exam.

Supervision part

During an online supervision it is possible to get an idea about the competence and flexibility of the candidate. In this part of the exam the problematic aspect was the translation which, in an online situation, accentuated the difficulties of a process that is already complex, because it involves different levels and skills, and has more variables involved , affecting the entire process and making it actually more difficult (besides the relationship of the candidate with the Board, there is the relationship with first level trainee, second level trainee , may be the relationship with translators as well). In this section the Board, from a sometimes competitive / adapted position,

frustrated the candidate's competence rather than accepting it (the candidate asked three times if he could show his own supervision model that he used, and he was denied to do so, saying that it was not needed). Translation impacts noticeably this part of the exam as it needs to be not only good in quality but adequately paced, and this requires very experienced translators, pacing is entirely different online and in presence. Even if it is possible to get an idea of the candidate's knowledge and abilities some important elements and observation possibilities are missing in this part of the exams online.

PTSC is presently working in order to make some changes in the online format that could decrease to some extent the impact of the zoom fatigue in the complexity of so many aspects involved.



Teaching part

This section of the exam, given its complexity and also considering the possible presence of translation, if done online could affect noticeably the competence of the candidates and the quality standards of the exam. This is the section in which the difficulty of the online exam displays more clearly. The Board was obscured during the teaching and this further alteration of the process has in fact accentuated the implications of the difference between the examination in presence and online.

The teaching candidate clearly had little or no experience of teaching online also some board members had little experience of working online - and this may have impacted their behaviors. In addition, the management of the technical aspect by the candidate was not adequate even in the choice of doing the exam without translation. – Teaching is the most important task of a TSTA with the biggest responsibility to fulfill the standards and qualities which are asked. Leading groups with the complex tasks of TA training include two main responsibilities: the personal development of the participants and the ability and skills to conduct PTSTA Training, both are essential for the quality of future TSTA – if this is not done in a good enough way this will be influencing the quality of TA training for the future. What was seen in this teaching exam is not appropriate to make reliable statements about the essential competences. It is hard to get information how the candidate handles complex group processes, critical questions, competition As well as how creative the candidate is in his methods and tool and how flexible he/she can use them in unexpected situation.

The Teaching part of the exam cannot be done online at the moment as it requires important changes. In this part of the exams the differences between the "quality" of online and in presence are much more evident than in each

of the other parts. PTSC is still working on possibilities and challenges how to deal with this and looking for appropriated solutions

– As soon as they are finalized they will be communicated to all trainers.

Translation

There are problems with simultaneous translation which impact the flow (as on zoom people cannot speak over each other as they do in real life). Despite the translator asking that people speak in whole sentences in the Theory exam this was not done - probably people need to know that grammar works very differently in different languages and half a sentence can be problematical. Short sentences are needed, speaking very slowly with unnatural elongation and emphasis which happened in one of the exams with the Chair not realising that this had an impact on understanding impacted negatively on the whole process. Translators also need to be familiar with working over zoom.

The internet technology

Technical level

On a technical level the effort made has had good results because the quality of the videos was good, there were no technical problems. Internet technology in itself worked reasonably well - however there appeared to be some impact of it on behavior, evidenced in discussion amongst board members possibly creating collusive behaviors; and possibly impacting some difficulties with translation- Candidates for Trainers and Supervisors need to be practicing on using online technology, and on using the whiteboard within zoom or having a close up flip chart and thick markers. In teaching and in supervision the use of a distant whiteboard with thin markers meant invisibility of what the candidates were aiming to show. The internet technology requires that all examiners and candidates be familiar with this way of working.



Physical distance

Regarding the examination online, in general terms, the physical "distance" and perception of relational space online has had an important impact on the quality of the process, mainly accentuated in the supervision and teaching sections, although it was clearly present in the Theory part of the exam as well. (This could be noted in the way some candidates related to the video dimension). It should also be taken into consideration that while some people either enjoy or find it acceptable to see themselves on the screen while they are being examined, for others it is a real problem as it is experienced as distracting and impacting significantly on concentration.

Implications for training

There is presently both an acceleration and excessive use of technology in all areas of our lives, due to the impact of many variables on our social educational and professional systems, we think that it is both a responsibility and a challenge for us as trainers to reflect and discuss about the impact of those on our TA training and certification system.

This will be the next step, to consider closely the influence of this on TA Training, the options concerning the further amount of online training which can reasonably be included in the future and what can be an acceptable balance for candidates to be trained in both: online training and training in presence.

We would like to express our warmest thank you to the many people who have contributed to all the work about online investigation and reflection. Our appreciation and special thank you for taking part to this long and complex process goes to all the PTSC members, to COC, to Raffaele Mastromarino, Rosemary Napper, Keith Tudor, Roberto Trincherio, Mara Scoliere, and to all the Teaching Members who took the time to respond to the questions and to send back the questionnaire to EATA.

Exam corner:

Online CTA exams, April 22nd, 2021

Irina Pingareva,	CTA-P,	Russia
Olena Dmytrenko,	CTA-P,	Ukraine
Elena Rechkina,	CTA-P,	Russia
Martin Loughna,	CTA-P,	UK
Roxana Draghici,	CTA-P,	Romania
Caterina Romaniello,	CTA-P,	Italy
Kerry Sheffield,	CTA-P,	UK
Jacques Boujot,	CTA-P,	France
Ana Maria Gonzalez Serrano,	CTA-P,	Spain
Liz Jackson,	CTA-E,	UK
Mel Burgess,	CTA-P,	UK
Justin James,	CTA-P,	UK
Sarah Saunders,	CTA-P,	UK
Sarah Devine,	CTA-P,	UK

January 29th-February 2nd, 2021, on-line TEW (ex-Birmingham)

Participants

Alex Lagas	C	NL
Beatrijs Dijkman	E	NL
Deepak Dhananjaya	P	India
Elvin Aydin Keles	P	USA
Giovanni Felice Pace	P	UK
Grace Lam	O	Singapore
Keiko Hoshino	E	Japan T
Mary Davies	P	UK
Melanie Key	P	UK
Ninke de Geus	C	NL
Pei-Ying Huang	P	Taiwan T
Sabina Zapperi	C	Italy T
Silvia Baba Neal	P	UK

Staff Members

Bernd Kreuzburg,	TSTA,	P
Pepe Martinez,	TSTA,	P
Rosanna Giacometto,	TSTA,	P
Steff Oates,	TSTA,	P

TEW Coordinator: Maria Teresa Tosi,	TSTA,	P
Technical Operator: Stefano Iapichino,	TSTA,	P



Successful candidates, all in the field of psychotherapy

London, UK, 20th May 2021

IRIT BAKALEINIK
JANE TILLIER
VICTORIA NELSON

London, 21st May 2021

SHERRY RICHMOND
MARILYN ANDERSON
JAMES WHITTAKER
JAMES PECK
DENISE SIMS
HELEN WHITE
KAREN SWEENEY
ROSALIND TALLBOY

Rome, Italy, April 30th, 2021

Successful candidates all in the field of psychotherapy:

Maria Biancini
Silvia Frontini
Francesco Santo Cursano
Marina Sacco
Simona Parisi
Luisa Duranti
Mariangela Adorisio
Chiara Claretti
Simona Scopetta
Francesca Tania Tancredi

Participants TEW

October 2-6 2020

Antonella Casella	IT	O
Christine Maurice	F	P
Giuseppe Bertolini	IT	P
Ilaria Maccalli	IT	P
Linda Gilham	UK	C
Maria Licia Scantamburlo	IT	P
Nathalie Francols	F	P
Nick Goss	UK	P
Pippa Fairhead	UK	P
Rakhima Kuandykova	KZ	P
Santa Caridi	IT	P
Stefania Soliman	IT	P
Tanja Krist	SI	P
Valentyna Zackarchenko	UA	P
Vanessa Williams	UK	O
Will Daniel-Braham	UK	P

Staff Members

Amaia Mauriz	ES	P
Raffaele Mastromarino	IT	P
Robin Hobbes	UK	P
Sylvia Schachner	AT	E

TEW Coordinator

Maria Teresa Tosi		P
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TEW on-line: 19-23 of March 2021

PARTICIPANTS

Alla Dalit	Russia	P
Claire Daplyn	UK	P
Dariusz Rosinski	Poland	P
Ela Baca	Italy	P
Fabian Giliard	France	C
John Paradise	UK	P
Karen Jr-Earn Lam	Singapore	E
Magali Poujol	France	P
Marleen Dehondt	Belgium	E
Matthias Selke	Germany	C
Nataliia Isaieva	Ukraine	P
Patrick Odendaal	Netherlands	P
Roksana Yashchuk	Ukraine	P
Sarah Demaree	UK	P
Tatiana Agibalova	Russia	P
Ute Kroeger	Germany	C

Staff Group:

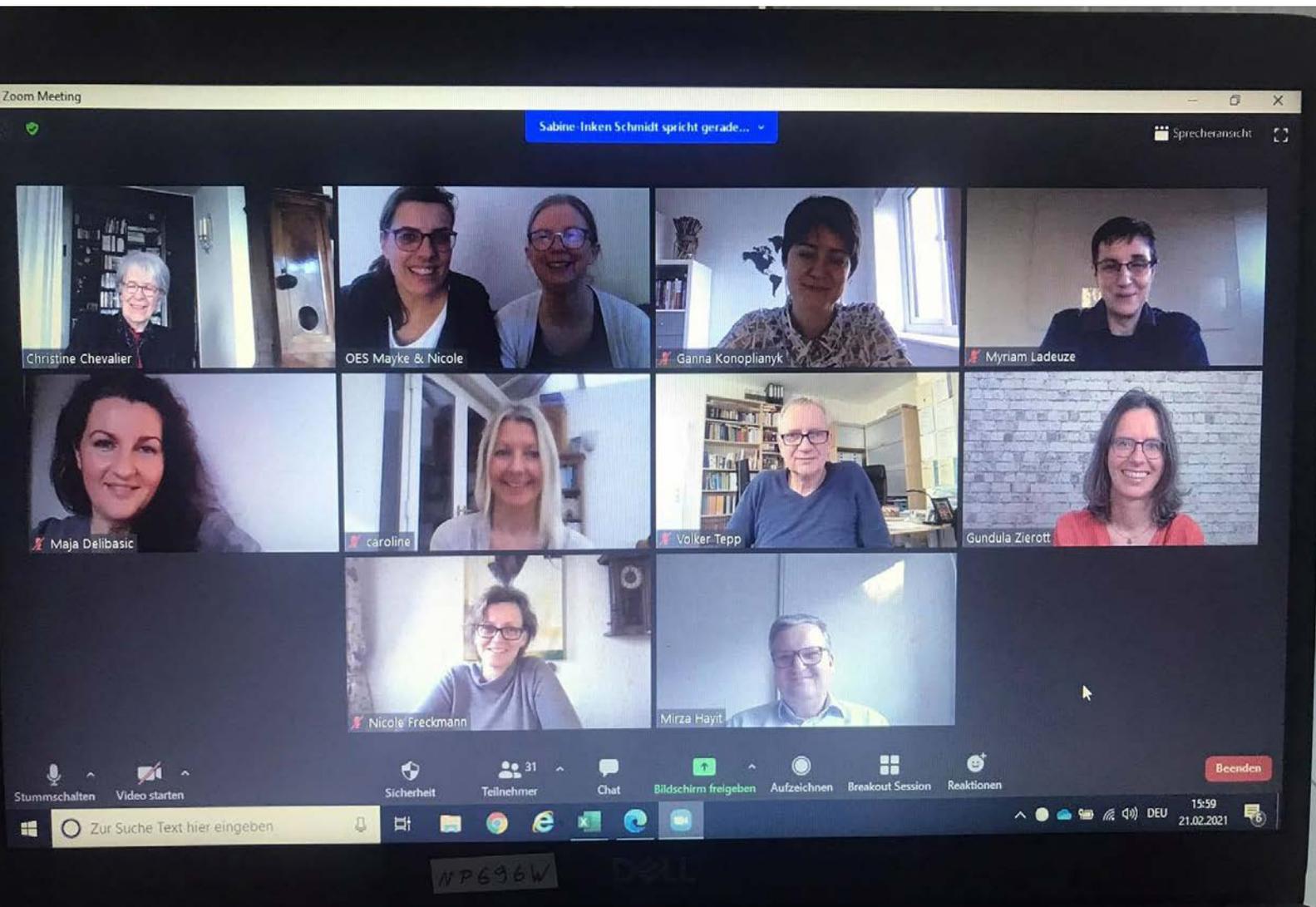
Eva Acs	(C)
Karen Minikin	(P)
Mara Scoliere	(P)
Peter Rudolph	(C)

TEW Coordinator: Maria Teresa Tosi (P)



Successful candidates of online CTA exam, February 21st, 2021

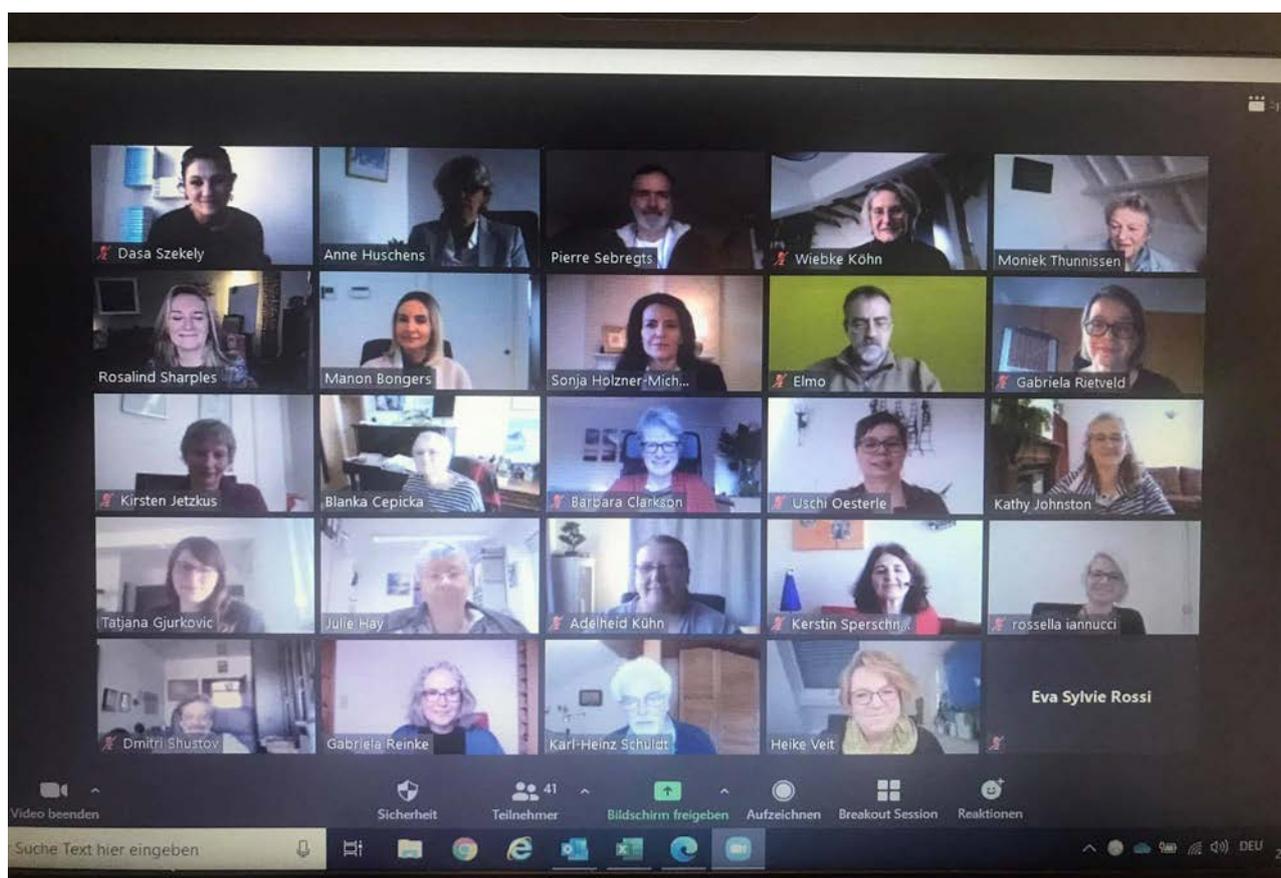
Ganna Konoplianyk	(engl)
Myriam Ladeuze	(engl)
Gundula Zierott	(dt)
Caroline Smith	(engl)
Dipl.-Päd. Volker Tepp	(dt)
Herr Mirza Hayit	(dt)
Nicole Freckmann	(dt)
Maja Delibašić	(engl)



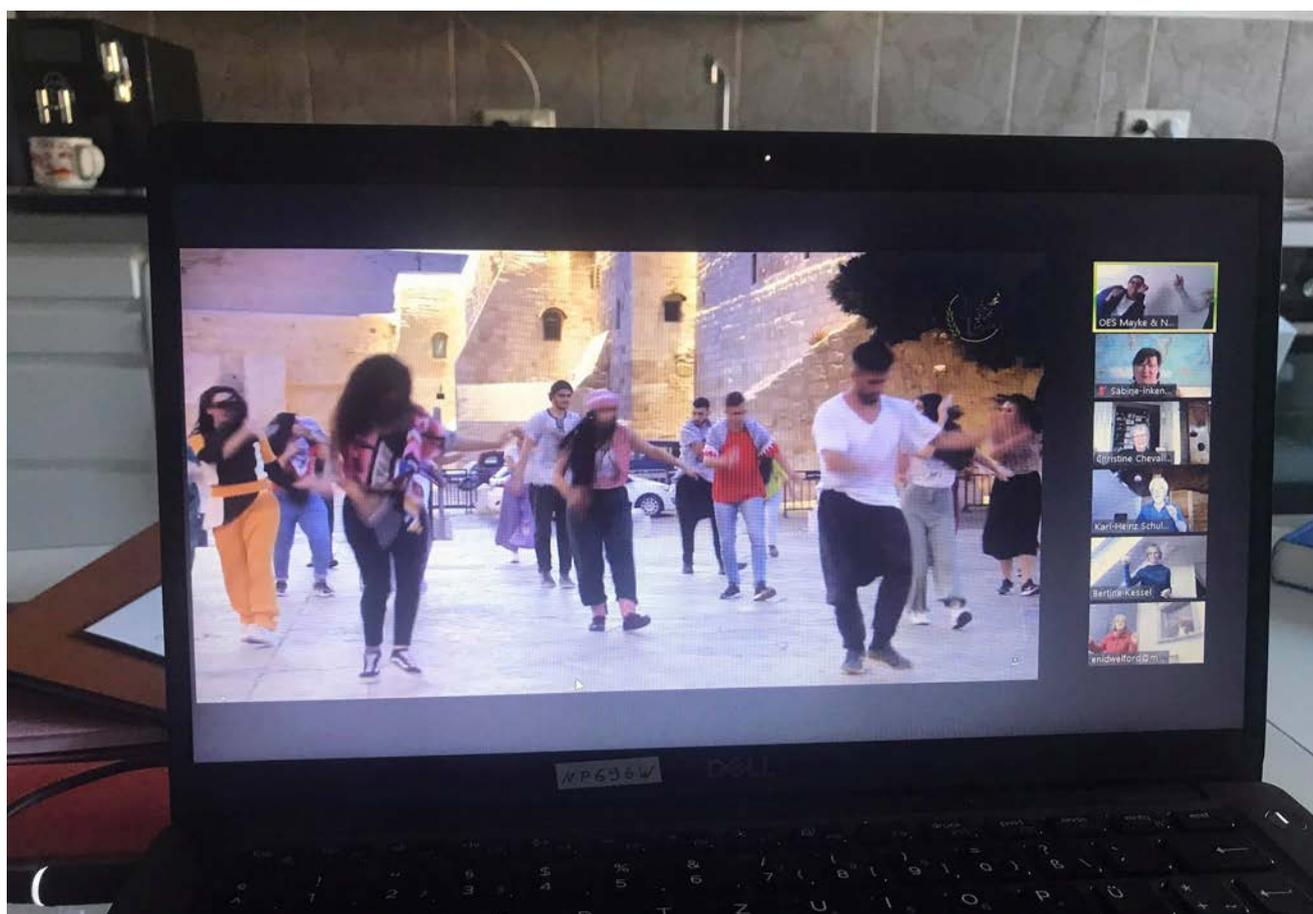
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Psychotherapy**

List of Examiners and other roles during February 2021 CTA-online-exams

	Name	Status	Field(s)	comment
1	Baker, Jan	PTSTA	P	
2	Bentele, Maya	TSTA	C, O	examiner and Process Facilitator
3	Bongers, Manon	PTSTA	C	
4	Büttner, Theresia	PTSTA	P	
5	epická, Blanka	PTSTA	P	
6	Clarkson, Barbara	TSTA	P	Process Facilitator
7	Davies, Rebecca	PTSTA	P	
8	Fornari, Luca	PTSTA	O	
9	Geck, Thorsten	TSTA	O	Technical Process Facilitator
10	Gjurkovic, Tatjana	PTSTA	P	
11	Hay, Julie	TSTA	P/O/E/C	
12	Holzner-Michna, Sonja	PTSTA	P	
13	Huschens, Anne	TSTA	E	Process Facilitator
14	Iannucci Rossella	PTSTA	O	
15	Jetzkus, Kirsten	PTSTA	C	
16	Johnston, Kathy	PTSTA	P	
17	Krist, Tanja	PTSTA	P	
18	Kühn, Adelheid	PTSTA	P	
19	Lazarenko, Elena	PTSTA	P	
20	Menon, Guglielmo	PTSTA	O	
21	Oesterle, Uschi	PTSTA	C	
22	Reinke, Gabriela	PTSTA	C	
23	Rietveld, Gabriela	CTA	C	
24	Schild, Bea	TSTA	C	examiner and translator
25	Schmidt, Sabine-Inken	CTA	O	examiner and Technical Process Facilitator
26	Schuldt, Karl-Heinz	TSTA	P	
27	Shustov, Dimitri	PTSTA	P	
28	Sebregts, Pierre	PTSTA	P	
29	Shadbolt, Carole	TSTA	P	Process Facilitator
30	Sharples, Amelia Rosalind	PTSTA	P	
31	Sperschneider, Kerstin	PTSTA	P	
32	Szekely, Dasa	CTA	C	
33	Thunnissen, Moniek	TSTA	P	Process Facilitator
34	Turner, Carole	CTA	P	
35	van Geffen, Cor	PTSTA	O	
36	Veit, Heike	CTA	C	
37	Volodin, Boris	TSTA	P	
38	Welford, Enid	TSTA	P	
39	Williams, Andy	TSTA	P	
40	Zivkovic, Ales	PTSTA	P	



Exam celebration online!



Online CTA exam, March 13th, 2021

Successful candidates

Mike Uwe Dietermann,
 Ulrike Gerke,
 Sabrina Djefal,
 Jan Bob Simek,
 Marco Wahrenberger,
 Stephanie Krahn,
 Alejandro Vellido,

CTA-C,
 CTA-O,
 CTA-C,
 CTA-E,
 CTA-C,
 CTA-E,
 CTA-P,

Germany
 Germany
 France
 Czech.Rep.
 Switzerland
 Germany
 Spain

List of examiners:

**Prüfer*innen und Observer
 Process Facilitators**

country (11 nations)

Adelheid Kühn	Germany
Alina Brigitte Rus	Romania
Andrea Landschof	Germany
Anette Werner	Germany
Anne Huschens	Germany
Antonella Liverano	Italy
Blanka Cepická	Czech Republic
Christina Wendorff	Germany
Debbie Gillespie	England
Ella Paolillo	Italy
Emma Haynes	England
Gerlinde Ziemendorff	Germany
Hans-Georg Hauser	Austria
Jacopo Pozzerle	Ireland
Kathrin Rutz	Switzerland
Lin Cheung	England
Luca Mancini	Italy
Luise Lohkamp	Germany
Marian Timmermans	The Netherlands
Martin Thiele	Germany
Matthias Sell	Germany
Michael Krooss	Germany
Michele D'Errico	Italy
Mike Breitbart	Germany
Myriam Chereau	Belgium
Nora Borris	Germany
Pete Shotton	England
Rachel Cook	England
Rebecca Davies	England
Renate Richter	Germany
Ronen Stilman	Scotland
Sonia Gerosa	Italy
Sylva Jolliffe	England
Thorsten Geck	Germany
Ulrike Glindmeyer	Germany
Vanessa Williams	England

Technical Process Facilitator

Christin Nierlich	Germany
Jürg Bolliger	Switzerland

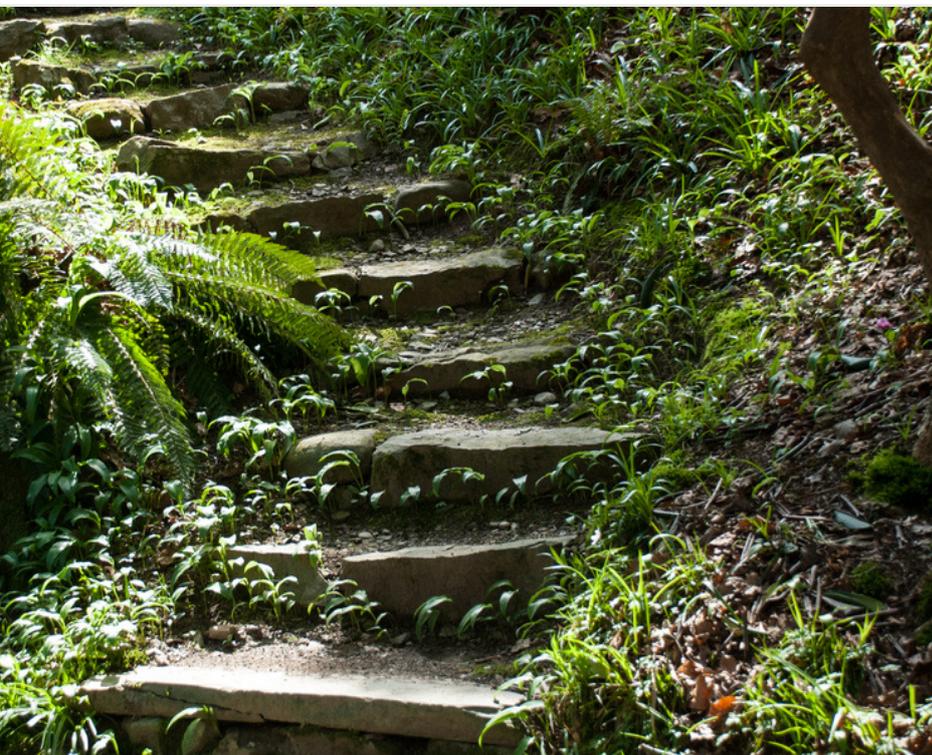
Online Exam Supervisor

Nicole Lenner (was Kabisch)	Germany
Wiebke Köhn	Germany

COC Representative

Dominique Gérard	Belgium
Christine Chevalier	France





The Space Between: Disconnection and Connection

Explore the transitional space where something has been left behind, but has not yet fully become something new.

The space between in all its forms; therapeutic relationships, supervision, personal development and more.

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We are currently putting our workshop programme together. If you are interested in presenting a workshop at NETAC, please use the link on the Programme page of the website. Workshops are 2 hours in duration.

For more information go to www.netaconf.wordpress.com





ONLINE GROUPS for 2021 - 2022

Online and international - based in UK

Advanced Training Group

Taking place on 8 Saturdays during the academic year, our Online Advanced Training Group is for those who have completed formal training and are on the journey towards exam preparation:

Are you looking to complete the hours requirements for the CTA exam? Do you have written work to complete and would like supervision or further theory input within a group setting?

The Advanced Training Group meets 9.00am - 1.00pm UK time, Content may include elements of supervision, discussion, theory exploration, sharing articles - the agenda is set by the group.

About the trainers

Beren Aldridge PTSTA(P) and Michelle Hyams-Ssekasi PTSTA(P), are experienced therapists and supervisors and are core trainers on our clinical training programme.

Membership of the Group is for a min of 5 dates during the year. Cost £300 for 5 days. £60 for each additional date. 25 Sept 2021, 23 Oct, 27 Nov, 22 Jan 2022, 12 Feb, 9 Apr, 7 May, 8 Jun,

Exam Preparation Group

Taking place on 10 days during the year, our Exam Preparation Group will support you preparing for your CTA written and oral exams. Through individually tailored development activities such as discussions, planning or writing sections of the case study and mock exams, we will give you the understanding you need for both the written and oral exam processes.

About the trainers

Bev Gibbons PTSTA(P) and Andy Williams TSTA(P), are experienced therapists and supervisors who have successfully supervised candidates through both the CTA written and oral exam process.

Membership of the Group is for a min of 5 dates during the year. £375 for 5 days. £75 for each additional date. Dates: Sat 4 Sept 2021, Fri 15 Oct, Sat 27 Nov, Fri 10 Dec, Sat 8 Jan 2022, Fri 11 Feb, Sat 19 Mar, Fri 8 April, Sat 7 May, Fri 10 Jun. All dates are 9.00am - 4.00pm UK time.

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